

Curriculum of M.Phil History
After Revision
2018 - 2019

BHARATHIDASAN UNIVERSITY
TIRUCHIRAPPALLI – 620 024.

M.Phil. PROGRAMME (HISTORY) for Candidates 2018-2019 onwards

Course Structure

Sem ester	Course	Title of the Paper	Marks			Exam Hours	Credit
			IA	UE	Total		
I	Course I	Research Methodology and Thesis Writing	40	60	100	3	4
	Course II	Historiography	40	60	100	3	4
	Course III	Paper on Topic of Research (To be framed by the Guide) *	40	60	100	3	4
	Course IV	Teaching and Learning Skills (Common Paper)	40	60	100	3	4
II	Dissertation	Viva			200		8
		Dissertation					
		50 Marks		150 Marks			
Total			150	450	600		24

Note: * For Course III the syllabus will be framed by the Guide and the Examination will be conducted by the Controller of Examinations, Bharathidasan University.

Marks

Maximum - 100 marks (passing minimum 50 marks)

External - 60 marks (Passing minimum 30 marks)

Internal - 40 marks (Internal Assessment as per M.Phil Regulations **Vide-P.6**)

Question Pattern

Written (University) Examination

5 Questions to be asked (5 x12 =60 Marks)

Essay type Questions with internal choice (Questions in either / or Model)

Choosing two questions from each unit.

Programme Specific outcome

- Acquired knowledge on historiographical methods needed for historical research
- understood the significance of local history
- Acquired the ability of argumentation
- Acquired the ability of choosing a problem in history for research
- Acquired the ability of probing historical issue from different perspectives
- Demonstrated the ability of conducting historical field work
- Demonstrate the ability of communicating historical knowledge in a class room situation
- Posses the ability of generating research questions on selected topic

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M.Phil. PROGRAMME (HISTORY) for Candidates 2018-2019 onwards

Course Code: MPH1

Course Credits:4

Course I - RESEARCH METHODOLOGY AND THESIS WRITING

Course Objectives

This Course imparts following skills and knowledge to the students:

- To know the scope and purpose of History
- To study the relation between History and other social sciences.
- To analyse the research techniques in History
- To estimate the contributions of Historians.

UNIT-I - Meaning and Definition-Significance of Research-Scope of Research in History- Approaches-Types of Approaches in Research: Historical, Analytical and Scientific Approach-Quantitative and Qualitative Analysis.

UNIT -II - Philosophy of History – Phenomenology – Objectivity – Subjectivity – Causation in History.

UNIT-III - Historical Research: Essential Qualities-Objectives-Inductive and Deductive Methods- Formation of Hypothesis-Scientific Enquiry-Limitations of Historical Research-Choice of Research Topic-Criteria for selecting a Topic-Requisites for a Research Scholar.

UNIT-IV -Methods of Historical Research: Research Procedures-Collection of Evidences-Critical Evaluation of Sources-Presentation—Methods of Criticism –External Criticism-Internal Criticism-Assessment.

UNIT –V -Documentation - Footnotes - Bibliography - Tables and Charts - presentation: Basis of Generalisation-Ideas and Imagination as a principle of Presentation- Narrative and analytical presentation -Major Purposes of Documentation-Preparation of Thesis.

UNIT-VI- (Advance topics not for final examination)

New understanding of History- History as a political, cultural and social tool-fresh approaches in historical research-emerging trends-inter-disciplinary methodological engagements-

REFERENCES:

Ali, Sheik B. *History: Its Theory and Method*, Delhi, 1978.

Bridget Somekh and Cathy Lewin. *Research Methods in the Social Sciences*, (New Delhi: Vistaar Publications, 2005).

Carr, E.H. *What is History*, London, 1969.

Floud, Roderick. (1983). *An Introduction to Quantitative Methods for Historians*, London: Methuen (R.P).

Majumdar, R.C. *Historiography in Modern India*, Bombay, 1970.

Manickam, S. *Theory of History and Methods of Research*, Madurai, 2000.

Malcolm Williams, *Science and Social Science: An Introduction*, (London and New York: Routledge, 2000).

Martin Hollis. *The Philosophy of Social Science: An Introduction*, (New Delhi: Cambridge University Press, 2000).

M.L.A. *Hand Book for Researchers Thesis & Assignment Writing* (1990) New Delhi: Wily Eastern.

Rajayyan, K. *Historiography*, Madurai, 1999.

Sreedharan, E. *A Text book of Historiography 500 B.C. to 2000 A.D.*, Delhi, 2004

Topolski, Jerzy (1976) *Methodology of History*, Holland: Reidal Publishing Co.

Watson, George (1987). *Writing a thesis: A Guide to Long Essays and Dissertations*, Longman, London.

Course Outcome:

- Displaying knowledge on the evolution of research methodologies in history
- Acquired skills of research methodology to carry out the independent research
- Displaying the updated knowledge on the emerged new historical research methods
- showing capacity of employing defined perspectives to do research
- Asses the basic requirements for researcher
- Understand the difference between the secondary and primary material
- Highlight the significance of bibliography in historical research
- Write on the significance of reference in historical research

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Course –II HISTORIOGRAPHY

Course Code: MPH2

Course Credits:4

Course Objectives

This Course imparts following skills and knowledge to the students:

- To know the scope and purpose of History
- To study the relation between History and other social sciences.
- To analyse the research techniques in History
- To estimate the contributions of Historians.

UNIT-I- Definition of History and Historiography-Nature and Scope of History- Uses and Abuses of History-Kinds of History-History and Allied disciplines.

UNIT –II- Evolution of the discipline of History: Greco-Roman History – Herodotus-Thucydides –Livy - Church Historiography - St. Augustine -Medieval Arab Historiography: Ibn Khaldun - Enlightenment Historiography – Voltaire – Hegel – Gibbon –Ranke .

UNIT –III- French Historiography: Annales and Mentalities – Mark Bloch- Fernand Braudel - British Marxist Historians – E.P. Thomson – Eric Hobsbawm -Evolution of Quantitative History in France and U.S.A. (Cliometrics – R.W. Fogel) – Prosopography – Impact of Modernism (Namier) – Structuralism (Claude Levi Straus) and Postmodernism (Jacques Derrida, Michel Foucault).

UNIT -IV - Ancient Indian Historiographers: Bana, Kalhana – Medieval Indian Historiography: Alberuni, Barani – Foreign Indologists: James Mill,– Vincent Arthur Smith - Modern Indian Historians: K.P. Jayaswal, R.C. Dutt, J.N. Sarkar, D.D. Kosambi, R.S. Sharma - A.L. Basham -South Indian Historians: K.K. Pillai, K.A. Nilakanta Sastri, K. Rajayyan.

UNIT –V- British Imperialist Historiography- James Mill-V.A.Smith- Indian Nationalist Historiography- Cambridge Historiography- Subaltern Studies.

UNIT- VI- (Advance topics not for final examination)

Historiographical traditions as Intellectual heritage-civilizational variations in historiographical traditions across the world-ideologies and historiography- impact of time on historiography- class, caste, religion and gender and historiography

References

Ali, Sheik, (1980) *History: Its Theory and Methods*, New Delhi: MacMillan.

Bloch, Marc. *The Historian's Craft*, (New York 1953). Le Roy Ladurie, "The Event and the 'Long Term'"

Carr, E.H. *What is History?*, (Harmondsworth 1977).

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Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300 B.C to A.D 300*, New Delhi: Oxford University Press, 1996.

Collingwood, R.G. *The idea of History* (Oxford 1977), Parts III, IV, V.

Floud, Roderick. (1983) *An Introduction to Quantitative Methods for Historians*, London: Methuen (R.P).

Guha, Ranajit (1994) *Subaltern Studies Vol. I, IV and VI*, Delhi: OUP.

Hobsbawm, E.J. *Karl Marx's Contribution to Historiography in Ideology and Social Science* (Suffolk 1972)

Harvey Kay, *The British Marxist Historians* (Polity).

Journal of Modern History, 1972, Special No. on Annales.

Jones, R.G. "History the Poverty of Empiricism", in Robin Blackburn ed., *Ideology in Social Science* (Fontana, 1972).

Manickam S. (1977) *Theory of History & Method of Research*, Paduman Pub., Madurai.

Marwick, Arthur, (1984), *The Nature of History*, Hong Kong: Macmillan (Reprint).

Maurice Aymard and Harbans Mukhia, (eds.), *French Studies in History*, (New Delhi, 1988) on Social History", in the Territory of the Historian.

M.L.A. *Hand Book for Researchers Thesis & Assignment Writing* (1990) New Delhi: Wiley Eastern.

Sharma, Ram Sharan. *Indian Feudalism*, Madras: Macmillan India Ltd, 1965.

Stein, Burton, *History of India*, Oxford: Basil Blackwell, 1998.

Stern, Fritz, (1973) *Varieties of History*, New York: Vintage Books.

Stone, Lawrence, (1983) *The Past and the Present*, Boston: Routledge & Kegan Paul.

Thapar, Romila. *From Lineage to State: Social Formations in the Mid-First Millennium B.C*, New Delhi: Oxford University Press, 1984.

"Theories of Nationalism and Cambridge Historiography" National Seminar on Historiography of Tamil Nadu jointly sponsored by the Department of Indian History, University of Madras and I.C.H.R southern region, Bangalore, 28 & 29 March, 2001.

Topolski, Jerzy (1976) *Methodology of History*, Holland: Reidal Publishing Co.

Watson, George (1987) *Writing a thesis: A Guide to Long Essays and Dissertations*, Longman, London.

Course outcome:

- Displaying knowledge on the evolution of historiography
- Understood how, at various points in time various historians have evolved
- Historiographical methods and the factors influenced
- Acquired the ability of employing the historiographical methods as an independent researcher Showing capacity of employing defined perspectives to do research
- Enumerate the south Indian historical traditions
- Highlight the differences between the Greco-roman historical differences
- Write on the significance of Marxist historiography
- Assess the significance of deconstructionist historiography

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Course- III- Guide Paper : History of Tamil Nadu

Course Code: MPH3

Topic of Research

Course Credits: 4

Course Objectives

This Course imparts following skills and knowledge to the students:

- To analyse the physical boundary of ancient Tamilagam.
- To study the origin of Kalabhras and Pallavas.
- To compare and contrast the achievement of the Pandyas and Cholas.
- To analyse the Telugu impact on Tamilagam.
- To study the social and political background of the emergence of Nayaks.
- To understand the changes after the British Acquisition of Tamil Nadu.
- To analyse the relevance of socio-religious movements of the 19th century.

Unit –I. Sources: Archaeology, Epigraphy, Literature and Numismatics [for the entire period] archival- institutional papers -Private papers -literature-folklore- newspapers and journals, for the modern Period.

Unit-II Sangam and Post Sangam: Social institutions-customs and practise. Pallavas: Society, religion and Bhakthi Movement. Cholas and Pandyas: Society, Religion and the role of temples. Nayaks: Society and religion- Economic conditions.

Unit-III- Establishment of British rule in India- Early struggles in South India: Poligars Mutiny- 1806 Revolt- Growth and rise of Indian Nationalism in Tamil Nadu: I phase of Indian National Congress 1885-1905- Bengal Partition and its impact in Tamil Nadu- Swadesi Movement: V.O.Chidambarm Pillai - Suburamaniya Bharathi- Suburamaniya Siva. Home Rule movement. Rise of Justice Party. Rise of Indian Nationalism in Tamil Nadu in 1919-1947: Non Cooperation Movement 1920- Arrival of Simon Commission- Purana Swaraj- Vetharanim Salt Satyagraha 1930- Government of Act 1935 and Rajagopalachari as a Prime Minister in Tamil Nadu 1937-39, Role of Tamil Nadu In Quit India Movement. Indian Independent.

Unit IV- Social Conditions in Tamil Nadu: Social Conditions: Caste system origin and growth - Castes conflicts. Family: Emigrations-Joint family-break up- position of women-sati-child marriage-devadasi system- infanticide-changes in the 19th and 20th centuries. Social beliefs and social practices: social ceremonies - festivals-entertainments- superstitions. Religion: Saivism: St. Ramalingar - Vaishnavism : - village gods and deities - Modern socio-religious movements: Theosophical and Ramakrishna Mission. Radical social reform movements: Concept of Dravidian culture- Non-Brahmin Movement-Periyar E.V.R and Self-Respect Movement-Temple Entry Movement: Dalit Movement: Ayothidhasar-M.C.Raja-Erattamalai Srinivasan.

UNIT-V

Selection of topic- Research questions- Objective of the research- Hypothesis- Sources

Unit-VI: (Advance topics not for final examination)

Tamil cultural and social past and current politics-Ancient past as Tamil identity-understanding the emergence of new Tamil society-cultural and religions conflicts new formations-internal social tensions and revolutionary social formations

References:

- Arnald, David, Police Power
Arasarathinam,R. Trade in Coramandel Coast. Sydney:Oxford
Baker, C.J.(1976)The Politics of South India 1920-1937, Cambridge.
----- . (1980) Tamil Countryside. OUP,New Delhi.
Beteille, A. (1965) Caste, Class and Power:Chancing patterns of Stratification in a Thanjavur Village.Berkley. Beck, B.E.F. (1970) "The right-left Division of South Indian Society", Journal of AsianStudies xxix:4.
Geetha,V & S.V. Rajadurai, "Dalits and Non-Brahamin Consciousness in Tamil Nadu" E.P.W. 25,Sept.1993. Hardgrave, R. L (1965) The Dravidian Movement. Bombay. Irschick, E.F. (1969) Politics and Social Conflicts in South India, Berkeley.
Kumar D. (1965) Land and Caste in South India: Agricultural labour in the Madras Presidency during Nineteenth century, Cambridge.
Mcperson, K. (1969) "The Social Background and Politics of the Muslims of Tamil Nadu 1901-1937". Indian Social and Economic History Review. Vol.4.
Mohan,P.E.(1993)Scheduled Castes: History of Elevation,Tamil Nadu,1900-1955. Madras : New Era.
Pillay, K.K.,(1975) Social History of the Tamils.Uniersity of Madras,Madras.
Rajaraman,P. The Justice Party. Madras,1985.
Rajendran,N. (1994) Agitational Politics and State Coercion,National Movement in Tamil Nadu,1905-1914. Oxford University Press,Madras.
Subramanian. N.,(1974) Tamilian Historiography. Eness Publications, Madurai.
Subramanian. P.,(1995) Social History of the Tamils. B.I.Publications, New Delhi.
Sundaralingam R. (1974)Politics and Nationalists Awakending in South India 1852-1891, Tucson, University of Arizona Press . Arizona. Siverberg, J. (ed). (1968)
Viswanathan E.Sa. (1983) The Political Career of Ramaswami Naicker. Madras.
Washbrook, D.A. (1977) The emergence of Provincial Politics: The Madras Presidency 1870-1920. New Delhi.
Nambi Arroran, Tamil Renaissance and Dravidian Nationalism.

Course outcome:

- Assess the evolution of Tamil culture
- Assess the role of Tamil literature and its reciprocity with the society
- Understand the emergence of new culture
- Determine the merits of the regional cultural significance
- Assess the struggles of various social groups for cultural inclusion
- Assess the significant of justice party
- Highlight social and caste tensions in Tamil Society
- Assess the impact of linguistic separatist movement on Tamil Nadu

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Course Code: MPH4

Course Credits:4

Course IV – TEACHING AND LEARNING SKILLS

Course Objective

- ✓ Acquired needed skills in computer to integrate with research
- ✓ Displays visible skills in communicating the knowledge Acquired in history as a knowledge
- ✓ Learned to use online resources to update the knowledge on the subject
- ✓ learned to communicate knowledge through ICT tools
- ✓ learned lecturing techniques
- ✓ Visibly display the overcoming of the inherent inhibition in communication
- ✓ Understood the significance of internet archival resources and their usage
- ✓ acquired ability of digital resources

Unit I - Computer Application Skills

Computer system: Characteristics, Parts and their functions - Different generations of Computer - Operation of Computer: switching on / off / restart, Mouse control, Use of key board and some functions of key - Information and Communication Technology (ICT): Definition, Meaning, Features, Trends - Integration of ICT in teaching and learning - ICT applications: Using word processors, spread sheets, Power point slides in the classroom - ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations.

Unit II - Communication Skills

Communication: Definitions - Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise - Types of Communication: Spoken and written; Non-verbal communication - Intrapersonal, Interpersonal, Group and Mass communication - Barriers to communication: Mechanical, Physical, Linguistic & Cultural - Skills of communication: Listening, Speaking, Reading and writing - Methods of developing fluency in oral and written communication - style, Diction and Vocabulary - Classroom communication and dynamics.

Unit III - Communication Technology

Communication Technology: Bases, Trends and Developments - Skills of using Communication Technology - Computer Mediated Teaching: Multimedia, E-content - Satellite-based communication: EDUSAT and ETV channels,

Communication through web: Audio and Video applications on the Internet, interpersonal communication through the web.

Unit IV - Pedagogy

Instructional Technology: Definition, Objectives and Types - Difference between Teaching and Instruction - Lecture Technique: Steps, Planning of a Lecture, Delivery of a lecture - Narration in tune with the nature of different disciplines - Lecture with power point presentation - Versatility of lecture technique - Demonstration, Characteristics, Principles, Planning Implementation and Evaluation - Teaching - Learning Techniques: Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion - Models of teaching: CAT, CMI and WBI.

Unit V - Teaching Skills

Teaching skill: Definition, Meaning and Nature - Types of Teaching skills: Skill of Set Induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board writing and Skill of Closure - Integration of Teaching Skills - Evaluation of Teaching Skills.

UNIT VI- : (Only for Discussion not for Examination)

Discussion made on through PPT, Blended Learning – Flipped Learning

References:

Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi.

Don Skinner (2005), Teacher Training, Edinburgh University Press Ltd., Edinburgh.

Information and Communication Technology in Education: A Curriculum for Schools and programme of Teacher development, Jonathan Anderson and Tom Van Weert, UNESCO, 2002.

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Mangal, S.K. (2002) Essential of Teaching - Learning and Information Technology, Tandon Publications, Ludhiana.

Michael D. and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New York.

Pandey S.K. (2005) Teaching Communication, Commonwealth Publishers, New Delhi.

Ram Babu A. and Dandapani S (2006) Microteaching (Vol.1&2) Neelakamal Publications, Hyderabad.

Singh V.K. and Sudarshan K.N. (1996) Computer Education, Discovery Publishing Company, New York.

Sharma R. A. (2006) Fundamentals of Educational Technology, Surya Publications, Meerut.

Vanaja. M. and Rajasekar S. (2006) Computer Education, Neelkamal Publications, Hyderabad.

Course Outcome:

- ✓ Acquired needed skills in computer to integrate with research
- ✓ Displays visible skills in communicating the knowledge Acquired in history as a knowledge
- ✓ Learned to use online resources to update the knowledge on the subject
- ✓ learned to communicate knowledge through ICT tools
- ✓ learned lecturing techniques
- ✓ Visibly display the overcoming of the inherent inhibition in communication
- ✓ Understood the significance of internet archival resources and their usage
- ✓ acquired ability of digital resources